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ABSTRACT

This is the final evaluation report for the Urban, Rural, Racial, Disadvantaged Educational Programs (URRD) conducted in Seattle, Washington during the 1977-78 school year. URRD programs are defined as State funded efforts designed to provide services to students who are not succeeding in school because of disadvantaged, minority, or poverty backgrounds. Four specific evaluation areas are addressed: (1) URRD programs effectiveness as measured by State standards; (2) the average number of student absences, credits earned, and/or bilingual test performance in URRD programs; (3) academic gains of participating students; and (4) the degree of success in meeting individual program objectives. Data regarding these criteria are presented for five URRD program categories: re-entry motivation, preschool education, Indian education, academic achievement, and bilingual/bicultural education. Study results are summarized and recommendations for program and evaluation improvement are made. (APM)

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URRD FINAL REPORT

REPORT NO. 78-17
JULY 1978

SUSAN CORWIN

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UPRD FINAL REPORT

REPORT NO. 78-17
JULY 1978

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MANAGEMENT INFORMATION SUMMARY

Report No. 78-17, URRD Final Report, describes data pertaining to the overall implementation and effectiveness of the URRD programs during the 1977-78 school year. The following four questions of interest are addressed in this report.

1. Have the URRD programs met the State definition of effectiveness?

2. What were the average number of student impact days, credits earned, and/or bilingual test performance in the URRD programs?

3. Did the URRD programs show academic gains equivalent to one year's academic growth?

4. Did the URRD programs meet their individually specified objectives?

A summary and recommendation pertaining to each question of interest follows.

1. The 1977-78 URRD programs met two of the four standards the State uses to define effectiveness.

   A. URRD programs did demonstrate an increase in mean raw scores from fall to spring on the standardized achievement tests.

   B. The preschool program did meet all the objectives specified in the program proposal as required by the State.

   C. The URRD programs did not pre- and post-test all students as required by the State. Several programs did approach this standard by testing over 90 percent of their students.

   D. Project Interchange was the only program which did not meet the State standard requiring that 75 percent of the students exit due to graduation, transfer to another education program, or preparation for job opportunities.

   Recommendation. The Seattle URRD programs typically test fewer than 70 percent of their students and some programs test less than one-third of their students. It is recommended that Seattle URRD programs pre- and post-test all students enrolled for six months or more.

2. The 1977-78 URRD programs selected three measures that would more accurately represent program purpose than the standardized tests.

Recommendation. Two of the measures selected had marginal usefulness due to lack of comparable data for other Seattle School District programs. It is recommended that the Evaluation Office and the URRD program managers continue to explore and develop alternative measures for evaluating program effectiveness aside from the standardized tests.

3. Some 1977-78 URRD programs did not demonstrate an average of six months growth in academic achievement on the MAT.

   Recommendation. Some URRD programs are not demonstrating the academic growth expected for a full academic school year. The possibility of offering training in reading and mathematics instruction to URRD program staff should be explored during the 1978-79 school year. Additionally, secondary level programs should concentrate on improving student attendance.

4. The 1977-78 URRD programs met or exceeded 81 percent of the objectives specified in their proposals.

   Recommendation. URRD proposal objective achievement data have marginal usefulness due to lack of comparative objectives within program categories. It is recommended that the Evaluation Office and the URRD program managers continue to develop program objectives that are similar across URRD program categories.

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INTRODUCTION

Background Information

The State of Washington has provided the school districts with special funds for Urban, Rural, Racial Disadvantaged (URRD) programs since 1970. The State Superintendent of Public Instruction has described the purpose of URRD programs as follows: "To provide compensatory educational services to children who are not succeeding in school because of disadvantaged, minority, or poverty backgrounds--in order to raise their level of academic achievement to that level appropriate for children of their age."

Seattle has thirteen URRD funded programs which were designed to meet the needs of students in the five program categories established by the State. The total URRD grant award to the Seattle School District was $1,804,337. Following is a description of each program category and the amount of the URRD grant for each program within a particular category.

Re-entry motivation programs. These programs are designed to serve students who have not graduated from high school. The main purpose of these programs is to return dropouts to school programs, and improve their academic achievement, resulting ultimately in their graduation or employment. Three Seattle URRD funded programs fall under this category: Garfield Alternative Program ($81,935), People's School #1 ($100,249), and Project Interchange ($199,470).

Academic achievement programs. The purpose of these programs is to improve academic achievement for those students who are achieving below grade level as shown by low scores on standardized achievement tests, or for students who are alienated from the standard instructional approaches of their school. Three programs in Seattle fall under this category: Follow Through ($93,298), School-Age Parent Continuation Program ($71,154), and School/Community Liaison Services ($484,791).

Bilingual/bicultural education programs. These programs are designed to give assistance to those students who, because of their national or ethnic origin, are educationally or socially disadvantaged by virtue of their deficiencies in the English language. Five Seattle programs fall under this category: Beacon Hill Chinese/English Program ($36,019), Cleveland/Mercer Bilingual Program ($79,425), Franklin High School Bilingual Program ($43,050), Gypsy Alternative School ($21,229), and Proyecto Saber ($91,517).

Indian education programs. These programs serve both urban and rural Native American students. The main emphasis is on retaining Native American children in a school atmosphere conducive to improving their academic skills and their knowledge of and pride in their respective Native American cultures. The American Indian Heritage Pupil Services Program is funded under this category ($69,860).

Preschool education programs. These programs serve children between two and one-half to five years of age from low-income families to equip them for successful school participation. One Seattle program is funded under this category, the Central Area Mothers for Peace and Improvement (CAMPI) Satellite Preschool Program ($432,340).

Overview of the Report

The purpose of this report, the URRD Final Report, is to provide data to URRD program managers and Seattle Public Schools staff and management about the overall implementation and effectiveness of URRD programs during the 1977-78 school year.

The questions of interest addressed in this report were selected by the Evaluation Office in conjunction with the Office of Compensatory Education. This introduction is followed by a procedures section containing data sources and limitations. The procedures section is followed by the presentation of data which includes a results and conclusions section for each of the following questions of interest:

1. Have the URRD programs met the State definition of effectiveness?

2. What were the average number of student impact days, credits earned, and/or bilingual test performance in the URRD programs?

3. Did the URRD programs show academic gains equivalent to one year's academic growth?

4. Did the URRD programs meet their individually specified objectives?

Procedure

Data Analysis

Data pertaining to student participation in the URRD programs were collected from Class Lists prepared by URRD program managers and entered on a computer file. The Seattle School District Student Master File was used to obtain demographic information such as ethnic background, sex, and grade. Additional data were collected by selected program managers. These data included school attendance information, information about the number of credits earned, and performance on tests used by three bilingual programs. Additional data were obtained from reports submitted by each URRD program to the State in July 1978.

Overall gains in academic achievement for students participating in the URRD program were tabulated and calculated from pre- and post-standardized achievement test scores on the Metropolitan Achievement Test (MAT) and the Stanford Test of Academic Skills (TASK). Gain scores were computed for raw, standard, and scaled scores by subtracting the pretest score of each student from the posttest score. All data analysis was conducted on the computer through the use of the Statistical Package for the Social Sciences (SPSS).

Description of Data Sources

The following measurement instruments and records were used in the data analysis contained in this report:

1. Fall 1977 and spring 1978 Metropolitan Achievement Test scores for the Total Reading and Mathematics Computation Subtests of the MAT were used. Grade two used the Total Mathematics Subtest of the MAT. These tests were administered by the Testing Office.

2. Fall 1977 and spring 1978 Stanford Test of Academic Skills scores on Reading and Mathematics Subtests were used for grades nine to twelve. These tests were administered by the Testing Office.

3. The Student Master File, maintained by the Seattle School District, was used to obtain demographic information for each target student.

4. The URRD Class Lists were maintained by the URRD program staff. They contained data on the type of service received by students, date of service, and exit reasons. This form was also used by selected program managers to provide information about attendance, credits earned, and performance on tests specific to the bilingual programs.

5. The URRD final reports submitted to the State in July were used to obtain information about program objective achievement.

Population of Interest

During the 1977-78 school year, URRD programs served 4,954 students. Preschool through high school level students were served by the Seattle URRD programs. The ethnic breakdown of the students within each program is shown in Appendix A. The ethnic composition of the entire URRD population was as follows: 39 percent Black, 29 percent White, 14 percent Asian, 9 percent Hispanic, and 8 percent Native American.

Limitations

1. The number of students enrolled in URRD programs for six months or more who were both pre- and post-tested ranged from 14 to 95 percent. This provided limited data with which to make program comparisons or assessments of longitudinal student achievement.

2. The attendance data should not be used to determine the average program attendance rate as students were enrolled for different periods of time. The mean number of days present can be used to determine those programs which had a high number of student impact days or student contact hours.

3. The Seattle School District defines an earned credit as sixty or more hours. Alternative high schools may use varying amounts of community services, work experience and other non-classroom based activities in complying with the sixty-hour standard. Credit data are therefore not comparable among alternative high schools.

4. The bilingual test results reported by the Franklin Bilingual and Cleveland/Mercer Bilingual Program are specific to those programs. These tests are not used elsewhere in the District. The MAT-SEA-CAL, used by the Beacon Hill Chinese/English Program is the only test which has been formally validated. The test results can be used to determine how well the students learned the subject matter content of the program.

PRESENTATION OF DATA

Have the URRD programs met the State definition of effectiveness?

Washington Administrative Code (392-161) describes minimum standards for evaluating program effectiveness. These standards are as follows:

- Students will be given pre- and post-tests of academic achievement using instruments approved by the project staff and the Superintendent of Public Instruction.
- As measured by whatever achievement instrument is deemed appropriate by project staff and the Superintendent of Public Instruction, the group average of raw scores of students enrolled in URRD programs will increase.
- At least 75 percent of those students leaving re-entry motivation programs will either graduate, transfer to another education program, or be prepared for job opportunities.
- At least 75 percent of the children enrolled in preschool programs for more than six months will attain the participant achievement objectives set forth in the program proposal.

The results section presents data demonstrating Seattle URRD program achievement in relation to each State standard.

Results

Pre- and post-testing. The State standard requires that all students in grades two through twelve present in the program for six months or more be pre- and post-tested. Frequently program staff are unable to posttest students due to student transfers and a general student reluctance to be tested. During the 1977-78 school year, program staff increased their efforts to pre- and post-test students. The number of students present for six months or more that were pre- and post-tested is reported, by program, in Appendix B. These data are summarized for reading subtests in Table 1. Some programs are still pre- and post-testing fewer than 50 percent of the students enrolled for six months or more.

Group average raw scores. The State standard requires that all programs show a gain in mean raw scores. Pre- and post-test raw score means and gains are shown in Appendices C and D. All URRD programs showed an increase in mean raw score on the Reading and Mathematics Subtests of the MAT and the TASK except for the School-Age Parent Continuation School. The pre- and post-test results for the School-Age Parent Continuation School showed a decrease of less than one point on the Reading Subtest of the TASK.

TABLE 1

PERCENT OF STUDENTS PRE- AND POST-TESTED IN READING ON THE MAT TOTAL READING AND TASK READING SUBTESTS (1977-78)

Program	MAT (Grades 2-8)	TASK (Grades 9-12)
Follow Through	94%	...
Gypsy	89%	...
Cleveland/Mercer Bilingual	75%	58%
Beacon Hill Chinese/English	71%	...
School/Community Liaison Services	64%	29%
American Indian Heritage	53%	...
Proyecto Saber	53%	95%
Project Interchange	29%	66%
Franklin Bilingual	...	91%
School-Age Parent Continuation	...	65%
People's School #1	...	56%
Garfield Alternative	...	56%

Raw score test results are difficult to interpret as tests differ in length and difficulty. In order to make sense out of the raw scores, the remainder of this report will use raw scores which have been converted to other types of scores that are easier to interpret. Standard scores will be used for MAT test results. Pre- and post-test mean standard scores and gains are reported in Appendix E. Within a single subtest area, standard scores are comparable from battery to battery and from form to form. Scaled scores will be used for TASK test results. Within a single subtest area, scaled scores are comparable from battery to battery and from form to form. Pre- and post-test mean scaled scores and gains are reported in Appendix F.

The average of the programs' mean raw score gains on the Reading MAT was 5.39. This corresponds to a standard score gain of 5.6. Only Project Interchange, Beacon Hill Chinese/English, and American Indian Heritage Pupil Services had gain scores that were higher than the average standard score gain.

The average of the programs' mean raw score gains on the Mathematics MAT was 7.13. This corresponds to a standard score gain of 6.32. Only Beacon Hill Chinese/English, Cleveland/Mercer Bilingual, and Proyecto Saber had gain scores that were lower than the average standard score gain.

The average of the programs' mean raw score gains on the Reading TASK was 3.65. This corresponds to a scaled score gain of 5.65. Only Project Interchange, Franklin High School Bilingual, and Proyecto Saber gain scores were higher than the average scaled score gain.

The average of the programs' mean raw score gains on the Mathematics TASK was 2.72. This corresponds to a scaled score gain of 5.55. Only School-Age Parent Continuation School and School/Community Liaison Services had gain scores that were lower than the average scaled score gain.

Exit Criteria for Re-entry Motivation Programs

The three re-entry motivation programs served 630 students. Of the 325 students exiting during the 1977-78 school year, 246 (76 percent) exited due to graduation, transfer to another education program, or preparation for job opportunities. The distribution of exit reasons, by program, is shown in Appendix G.

Preschool Programs

The CAMPI Satellite Program specified seventeen product objectives, all of which were exceeded. Most objectives specified in this program were tied to continuous academic testing of all students. This information is presented in Appendix L.

Conclusions

1. URRD programs did not meet the State standard which required that all students be pre- and post-tested. This presents a substantial problem in adequately assessing program achievement as some programs pre- and post-tested only a small proportion of their students.

2. URRD programs, except for School-Age Parent Continuation School, met the State standard of showing a gain in mean raw scores on the Reading and Mathematics Subtests of the MAT and the TASK. As mean raw score gains are not useful for comparison between programs, meeting this State standard does not indicate the extent to which programs have increased the academic standing of enrolled students. Another question of interest in this report will compare the URRD test score gains with national norms.

3. Project Interchange was the only re-entry motivation program which did not meet the State standard requiring that 75 percent of the students exit due to graduation, transfer to another education program, or preparation for job opportunities.

4. CAMPI Satellite Preschool met the State standard for preschool education.

What were the average number of student impact days, credits earned, and/or bilingual test performance in the URRD programs?

Introduction

The URRD 1976-77 Final Report, No. 77-17, contained a recommendation that URRD programs should have common measures other than the standardized tests in order to provide a thorough assessment of program achievement. During the 1977-78 school year, URRD program managers within a particular URRD category met and decided upon common measures to use in assessing student outcomes.

Most URRD programs had academic achievement and counseling programs directed at improving student attendance as major program components. These URRD program managers decided to examine the number of credits earned and student attendance as student outcome measures. At the high school level, student attendance data, for students enrolled six months or more, were collected by People's School #1, Project Interchange, Garfield Alternative Program, and School-Age Parent Continuation School. At the elementary school level, student attendance data were collected by Proyecto Saber, American Indian Heritage Pupil Services, and the Gypsy Alternative School. Credit-earned data for students enrolled in the program for six months or more were collected by People's School #1, Project Interchange, Garfield Alternative Program, and the School-Age Parent Continuation School.

Three bilingual programs, Franklin Bilingual Program, Cleveland/Mercer, and the Beacon Hill Chinese/English School, used specific tests pertaining to the subject matter taught in the program. It was decided to use the pre- and post-test results of these program-specific tests as a measure of effectiveness.

The Franklin High School Bilingual Program offered classes in English proficiency to enrolled students. The course syllabus and test were developed by program staff and the students were pre- and post-tested at the end of each semester. The English test has been reviewed by the English Department staff at Franklin.

The Cleveland/Mercer Bilingual Program offered classes in social studies to enrolled students. The course syllabus was that offered in regular social studies classes at Cleveland and Mercer. Cleveland only tested students at the end of the school year. However, a pre/post social studies test was conducted at Mercer.

The Beacon Hill Chinese/English Program offered a many-faceted program to enrolled students. One program component was designed to serve students with limited English fluency. These students were tested on the MAT-SEA-CAL English version at the beginning of the year and at the end of the year. The MAT-SEA-CAL is a series of oral proficiency tests which were developed by the Seattle Public Schools and the Center for Applied Statistics in Washington, D.C.

Results

Attendance data are reported for students at the high school and elementary levels in Appendix H.

Attendance data: high school level. Project Interchange had the largest number of student impact days or possible student contact hours (mean days present for students enrolled six months or more). School-Age Parent Continuation School had the smallest number of student impact days. It should be noted that the School-Age Parent Continuation School serves pregnant students as well as students with infants. Attendance would therefore be expected to be low due to maternity and related leave.

Attendance data: elementary school level. Both Follow Through and the Gypsy Alternative School are self-contained programs. The American Indian Heritage Pupil Services Program and Proyecto Saber are tutoring and counseling programs that operate on a scheduled basis in regular Seattle Schools. These two tutoring programs had students available for more contact hours than the two self-contained schools. Students enrolled in the American Indian Heritage Pupil Services Program had the largest number of student impact hours and students enrolled in the Gypsy Alternative School the fewest.

The Gypsy Alternative School has concentrated on improving student attendance. Gypsy students rarely attended school prior to their enrollment in the Gypsy Alternative School. A paired t-test on the 1977-78 days present and the days present prior to attending the Gypsy Alternative School showed highly significant differences. Staff at the Gypsy Alternative School had significantly impacted the attendance patterns of enrolled students.

Credits earned. The mean number of credits earned was computed for each program and is reported in Appendix I.

The Garfield Alternative Program had the largest number of credits earned per student and School-Age Parent Continuation School had the smallest number of credits earned. The application of the sixty-hour standard for an earned credit varied from program to program and was not necessarily related to the number of student contact hours.

Bilingual program tests. The pre/post test results for all three bilingual programs were highly significant. The test results are reported in Appendix J.

Conclusions

1. For students enrolled six months or more, Project Interchange, Proyecto Saber, American Indian Heritage Pupil Services, and the Follow Through Program showed an average of at least 160 student contact days. People's School #1, Garfield Alternative Program, and Gypsy Alternative School had students enrolled for less than an average of 160 days.

2. The Seattle School District alternative schools did not have a common application of the sixty-hour standard for an earned credit, therefore it was not possible to draw any conclusions.

3. The bilingual program test results showed that students enrolled in the program for six months or more were mastering the program content. As there were no comparative data within the District it was not possible to draw any conclusions.

Did the URRD programs show academic gains equivalent to one year's academic growth?

The State standard of mean raw score gains on the standardized achievement tests is not an accurate measure of whether students are catching up to their peers. A grade equivalent indicates the grade placement of students for whom a given score is average or typical. The grade equivalent increase between pre- and post-test can be used to determine the amount of growth students have achieved during one school year. Grade equivalent scores are not provided for the TASK (secondary level) tests as grade norms tend to flatten out at the high school level.

Results

National norms for the MAT are established in such a way that a student should achieve one year's growth per school year. In Seattle, there are six months between the pre- and post-test, therefore students would be expected to show a .6 grade equivalent growth. The average grade equivalent increase for the URRD programs on the Reading MAT was .53. The average grade equivalent increase for the URRD programs on the Mathematics Subtest was .60. On the Reading Subtest, Follow Through, School/Community Liaison Services, Cleveland/Mercer Bilingual Program, and Proyecto Saber showed less than six months growth. On the Mathematics Subtest, Proyecto Saber and Cleveland/Mercer Bilingual showed less than six months growth. The mean grade equivalent and increase for each program tested on the MAT are reported in Appendix K.

Although it is not possible to determine the extent of growth for programs tested on the TASK, it should be noted that both Franklin Bilingual and Project Interchange students made large scaled score gains during the 1976-77 school year and again during the 1977-78 school year. Additionally, correlations were computed between the mean number of student impact days and scaled score gains on the TASK. The correlation between reading scaled score gains and the number of student impact days was significant with a coefficient of 0.99. The correlation between mathematics scaled score gains and the number of student impact days was 0.86; however, due to the small number of cases, this was not significant.

Conclusions

1. Although the URRD programs demonstrated gains on the Reading and Mathematics Subtests of the MAT, for some programs these gains represented less than a year's growth.

2. Project Interchange and Franklin Bilingual Program demonstrated large scaled score gains in reading for two years. Reading scaled score gains on the TASK were positively correlated with the number of student impact days.

Did the URRD programs meet their individually specified objectives?

The URRD program managers specified objectives in their 1977-78 grant proposals and maintained records pertaining to these objectives. These records were summarized and the results reported to the State in June. The URRD evaluator monitored the data collection and analysis.

Results

The number of objectives and the degree to which they were achieved, by program, is shown in Appendix L. This information is summarized in Table 2.

1. The three academic achievement programs specified twenty-seven objectives. Seventeen (63 percent) were exceeded or met and ten (37 percent) were either partially met or not met.

2. The three re-entry motivation programs specified twenty-eight objectives. Twenty-one (75 percent) were met or exceeded and seven (25 percent) were either partially met or not met.

3. The five bilingual/bicultural programs specified twenty-eight objectives. Twenty-six (93 percent) were exceeded or met and two (7 percent) were either partially met or not met.

4. The American Indian Heritage Program specified three objectives. Two (67 percent) were either exceeded or met and one (33 percent) was partially met.

5. CAMPI Satellite Preschool Program had seventeen objectives, all of which were exceeded.

Conclusions

1. There were a total of 103 specified URRD program objectives. Eighty-three (81 percent) were either exceeded or met, and twenty (19 percent) were partially met or not met.

2. Garfield Alternative Program and School/Community Liaison Services met the fewest number of their specified objectives.

3. It should be noted that both the number and quality of objectives varied from program to program. Therefore, the achievement of objectives was not, in and of itself, an indication that the program was successful in raising the academic or social adjustment level of students.

TABLE 2

PERCENTAGE OF URRD PROGRAM OBJECTIVES EXCEEDED OR MET DURING THE 1977-78 SCHOOL YEAR

Program	Exceeded or Met
Gypsy Alternative School	100%
Franklin High School Bilingual	100%
Proyecto Saber	100%
CAMPI Satellite Preschool	100%
Project Interchange	91%
Follow Through	89%
People's School #1	86%
Cleveland/Mercer Bilingual	80%
Beacon Hill Chinese/English	75%
American Indian Heritage Pupil Services	67%
School-Age Parent Continuation School	63%
Garfield Alternative Program	50%
School/Community Liaison Services	40%

SUMMARY AND RECOMMENDATIONS

Summaries and recommendations pertaining to each of the four research and evaluation questions follow.

Question #1

Summary. The 1977-78 URRD programs met two of the four standards the State uses to define effectiveness.

A. URRD programs did demonstrate an increase in mean raw scores from Fall to Spring on the standardized achievement tests.

B. The preschool program did meet all the objectives specified in the program proposal as required by the State.

C. The URRD programs did not pre- and post-test all students as required by the State. Several programs did approach this standard by testing over 90 percent of their students.

D. Project Interchange was the only program which did not meet the State standard requiring that 75 percent of the students exit due to graduation, transfer to another education program, or preparation for job opportunities.

Recommendation. Seattle URRD programs typically test fewer than 70 percent of their students and some programs test less than one-third of their students. It is recommended that Seattle URRD programs pre- and post-test all students enrolled for six months or more.

Question #2

Summary. The 1977-78 URRD programs selected three measures that would more accurately represent program purpose than the standardized tests.

A. For students enrolled six months or more, Project Interchange, Proyecto Saber, American Indian Heritage Pupil Services, and the Follow Through Program showed an average of at least 160 student contact days. People's School #1, Garfield Alternative Program, School-Age Parent Continuation School, and the Gypsy Alternative School had students enrolled for less than an average of 160 days.

B. The three re-entry motivation programs and the School-Age Parent Continuation School reported data showing that students enrolled for six months or more earned between six and nine credits. Alternative schools do not have a common application of the sixty-hour standard for an earned credit. This makes comparison between alternative programs impossible.

C. Franklin Bilingual Program, Mercer Bilingual Program, and the Beacon Hill Chinese/English School pre/post test results on tests relevant to program content showed significant gains. These tests are not used by other programs within the Seattle School District, making comparisons between programs and the rest of the District impossible.

Recommendation. The credit and bilingual test data had marginal usefulness due to lack of comparable data for other Seattle School District programs. It is recommended that the Evaluation Office and the URRD program managers continue to explore and develop alternative measures for evaluating program effectiveness aside from the standardized tests.

Question #3

Summary. Some 1977-78 URRD programs did not demonstrate an average of six months growth in academic achievement on the MAT.

A. The average grade equivalent gain increase on the Reading Subtest of the MAT was .53, and on the Mathematics Subtest the gain was .60.

B. On the Reading Subtest of the MAT, Follow Through, School/Community Liaison Services, Cleveland/Mercer Bilingual Program, and Proyecto Saber showed less than six months growth. On the Mathematics Subtest of the MAT, Proyecto Saber and Cleveland/Mercer Bilingual Program showed less than six months growth.

C. Project Interchange and the Franklin Bilingual Program students made large scaled score gains on the TASK during the 1976-77 and 1977-78 school years.

D. At the secondary level, reading and mathematics gain scores were highly correlated with the number of student contact days.

Recommendation. Some URRD programs did not demonstrate the academic growth expected for a full academic school year. The possibility of offering training in reading and mathematics instruction to URRD program staff should be explored during the 1978-79 school year. Additionally, secondary level programs should concentrate on improving student attendance.

Question #4

Summary. The 1977-78 URRD programs met or exceeded 81 percent of the objectives specified in their proposals.

A. Garfield Alternative Program and School/Community Liaison Services met the fewest number of their objectives (50 percent or less).

B. Each URRD program specified different objectives, some program objectives being more rigorous than others.

Recommendation. URRD proposal objective achievement data had marginal usefulness due to lack of comparative objectives within program categories. It is recommended that the Evaluation Office and the URRD program managers continue to develop programs objectives that are similar across URRD program categories.

APPENDIX A

PROGRAM CHARACTERISTICS - STUDENTS
(JUNE 1978)

Category/Programs	Number Served	Ethnic Breakdown											
		Black		Spanish		Indian		Asian		White		Other	
		Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Re-entry Motivation Programs:													
Garfield Alternative Program	151	131	87	4	2	0	0	0	0	16	11	0	0
People's School #1	211	37	17	9	4	12	6	7	3	145	69	1	1
Project Interchange	268	59	22	20	7	20	7	12	5	157	59	0	0
Total	630	227	36	33	5	52	5	19	3	318	50	1	1
Academic Achievement Programs:													
Follow Through	255	132	52	15	6	7	3	17	7	78	30	6	2
School-Age Parent Continuation	142	82	58	11	8	4	3	5	2	40	28	2	1
School/Community Liaison Services	2,624	1,253	48	140	5	106	4	219	8	896	34	7	1
Total	3,021	1,467	48	166	5	117	4	239	8	1,014	34	15	1
Bilingual/Bicultural Education Programs:													
Beacon Hill Chinese/English	166	5	3	7	4	2	1	145	87	6	4	1	1
Cleveland/Mercer Bilingual	213	0	0	3	1	0	0	207	97	2	1	1	1
Franklin High School Bilingual	67	0	0	1	1	0	0	66	99	0	0	0	0
Gypsy Alternative School	25	0	0	0	0	0	0	0	0	24	96	1	4
Proyecto Saber	228	0	0	203	89	12	5	2	1	11	5	0	0
Total	699	5	1	214	31	14	1	420	60	43	6	3	1
Indian Education Programs:													
American Indian Heritage Pupil Services	301	3	1	13	4	215	72	5	2	61	20	4	1
Total	301	3	1	13	4	215	72	5	2	61	20	4	1
Preschool Education Programs:													
CAMPI Satellite Preschool	303	235	77	19	6	7	2	17	6	23	8	2	1
Total	303	235	77	19	6	7	2	17	6	23	8	2	1
Grand Total	4,954	1,937	39	445	9	385	8	700	14	1,459	29	25	1

This table does not reflect the number of students reported by the URRD programs due to student transfers within the URRD programs and a small number of students for whom inaccurate or incomplete data were reported.

APPENDIX B

STUDENTS PRESENT FOR SIX MONTHS OR MORE WHO WERE
PRE- AND POST-TESTED ON MAT AND TASK
(1977-78)

Category/Programs	Grades 2-8			Grades 9-12		
	Approximate Number in Program Six Months or More	Students Present Six Months or More Pre- & Post-Tested on MAT		Approximate Number in Program Six Months or More	Students Present Six Months or More Pre- & Post-Tested on TASK	
		Mathematics	Reading		Mathematics	Reading
Re-entry Motivation Programs:						
Garfield Alternative Program	...	...	...	70	38	39
People's School #1	...	...	...	86	45	48
Project Interchange	.7	1	2	128	85	85
Academic Achievement Programs:						
Follow Through	49	43	46	...	...	...
School-Age Parent Continuation Program	...	...	...	49	31	32
School/Community Liaison Services	513	341	330	219	61	64
Bilingual/Bicultural Education Programs:						
Beacon Hill Chinese/English	128	91	91	...	...	...
Cleveland/Mercer Bilingual	68	57	51	120	69	69
Franklin High School Bilingual	...	...	...	33	26	30
Gypsy Alternative School	9	8	8	...	...	...
Proyecto Saber	89	69	47	20	17	19
Indian Education Programs:						
American Indian Heritage Pupil Services	213	116	112	...	...	...
Preschool Education Programs:						
CAMPI Satellite Preschool	...	...	...	...	...	...
Total	1,076	726	687	725	372	386

APPENDIX C

MEAN RAW SCORE MAT READING AND MATHEMATICS (1977-78)

Category/Programs	Mean Raw Score MAT Reading				Mean Raw Score MAT Mathematics			
	No. of Students Pre- and Post-Tested	Pre-Test Mean	Post-Test Mean	Mean Gain	No. of Pre- and Post-Tested	Pre-Test Mean	Post-Test Mean	Mean Gain
Re-entry Motivation Programs:								
Garfield Alternative Program	...	...	...	...	...	...	...	...
People's School #1	...	...	...	...	...	...	...	...
Project Interchange	3	8.67	39.33	30.66	2	8.00	18.50	10.50
Total	3				2			
Academic Achievement Programs:								
Follow Through	47	46.70	47.43	.73	44	28.21	39.32	11.11
School-Age Parent Continuation Program	...	...	...	...	...	...	...	...
School/ Community Liaison Services	724	46.11	51.72	5.61	749	22.52	29.67	7.15
Total	771				793			
Bilingual/Bicultural Education Programs:								
Beacon Hill Chinese/English	96	60.41	65.45	5.04	96	35.90	44.81	8.91
Cleveland/Mercer Bilingual	51	36.12	39.90	3.78	58	28.67	29.38	.71
Franklin High School Bilingual	...	...	...	...	...	...	...	...
Gypsy Alternative School	8	54.75	63.50	8.75	8	23.00	29.75	6.75
Proyecto Saber	61	44.33	48.53	4.20	86	21.36	26.24	4.88
Total	216				248			
Indian Education Programs:								
American Indian Heritage Pupil Services	121	53.10	59.70	6.60	126	27.23	36.00	8.77
Total	121				126			
Preschool Education Programs:								
CAMPI Satellite Preschool	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...
Grand Total	1,111			5.39	1,169			7.13

APPENDIX D

MEAN RAW SCORE TASK READING AND MATHEMATICS
(1977-78)

Category/Programs	Mean Raw Score TASK Reading				Mean Raw Score TASK Mathematics			
	No. of Students Pre- and Post-Tested	Pre-Test Mean	Post-Test Mean	Mean Gain	No. of Students Pre- and Post-Tested	Pre-Test Mean	Post-Test Mean	Mean Gain
Re-entry Motivation Programs:								
Garfield Alternative Program	41	28.39	30.95	2.50	40	13.28	15.93	2.65
People's School #1	49	46.00	48.63	2.63	46	19.46	22.22	2.76
Project Interchange	91	36.70	43.76	7.06	90	16.51	21.32	4.81
Total	181				176			
Achievement Programs:								
Follow Through	...	...	...	...	...	...	...	...
School-Age Parent Continuation Program	34	36.00	35.71	.29	33	19.27	19.64	.37
School/Community Liaison Services	99	33.87	37.30	3.43	90	18.09	19.03	.94
Total	133				123			
Bilingual/Bicultural Education Programs:								
Beacon Hill Chinese/English	...	...	...	...	...	...	...	...
Cleveland/Mercer Bilingual	71	3.99	33.32	1.33	71	29.06	31.93	2.87
Franklin High School Bilingual	30	25.60	31.47	5.87	26	22.96	27.35	4.35
Gypsy Alternative School	...	...	...	...	...	...	...	...
Proyecto Saber	28	41.64	46.68	5.04	25	21.92	23.36	1.44
Total	129				120			
Indian Education Programs:								
American Indian Heritage Pupil Services	...	...	...	...	...	...	...	...
Total	...				...			
Preschool Education Programs:								
CAMPI Satellite Preschool	...	...	...	...	...	...	...	...
Total	...				...			
Grand Total	443			3.65	419			2.72

APPENDIX E

MEAN STANDARD SCORE MAT READING AND MATHEMATICS
(1977-78)

Category/Programs	Mean Standard Score MAT Reading				Mean Standard Score MAT Mathematics			
	Number of Students Pre- and Post-Tested	Pre-Test Mean	Post-Test Mean	Mean Gain	Number of Students Pre- and Post-Tested	Pre-Test Mean	Post-Test Mean	Mean Gain
Re-entry Motivation Programs:								
Garfield Alternative Program	...	...	...	...	...	...	...	...
People's School #1	...	...	...	...	...	...	...	...
Project Interchange	3	32.67	77.33	44.66	2	68.50	88.00	19.50
Total	3				2			
Academic Achievement Programs:								
Follow Through	49	44.51	48.94	4.43	45	46.13	54.89	8.76
School-Age Parent Continuation Program	...	...	...	...	...	...	...	...
School/Community Liaison Services	741	63.69	69.23	5.54	764	69.92	76.25	6.33
Total	790				809			
Bilingual/Bicultural Education Programs:								
Beacon Hill Chinese/English	96	60.37	66.55	6.18	96	73.46	79.53	6.07
Cleveland/Mercer Bilingual	52	70.42	73.23	2.81	59	101.78	103.00	1.22
Franklin High School Bilingual	...	...	...	...	...	...	...	...
Gypsy Alternative School	8	68 50	73.88	5.38	8	74.13	83.50	9.37
Proyecto Saber	61	63.33	67.93	4.60	87	70.64	76.41	5.77
Total	217				250			
Indian Education Programs:								
American Indian Heritage Pupil Services	122	60.37	67.45	7.08	126	66.15	74.09	7.94
Total	122				126			
Preschool Education Programs:								
CAMPI Satellite Preschool	...	...	...	...	...	...	...	...
Total	...				...			
Grand Total	1,132			5.64	1,187			6.32

APPENDIX F

MEAN SCALED SCORE TASK READING AND MATHEMATICS
(1977-78)

Category/Program	Mean Standard Score MAT Reading				Mean Scaled Score TASK Mathematics			
	Number of Students Pre- and Post-Tested	Pre-Test Mean	Post-Test Mean	Mean Gain	Number of Students Pre- and Post-Tested	Pre-Test Mean	Post-Test Mean	Mean Gain
Re-entry Motivation Programs:								
Garfield Alternative Program	41	160.10	163.44	3.34	40	160.54	167.67	7.13
People's School #1	49	195.37	199.10	3.37	46	185.43	191.83	6.4
Project Interchange	91	173.38	184.77	11.39	90	170.82	180.84	10.02
Total	181				176			
Academic Achievement Programs:								
Follow Through	...	...	...	...	...	...	...	...
School-Age Parent Continuation Programs	34	174.15	173.09	1.06	33	177.30	178.33	1.03
School/Community Liaison Services	99	167.84	172.75	4.91	90	171.20	171.59	.39
Total	133				123			
Bilingual/Bicultural Education Programs:								
Beacon Hill Chinese/English	...	...	...	...	...	...	...	...
Cleveland/Mercer Bilingual	71	163.72	165.66	1.94	71	191.24	197.51	6.27
Franklin High School Bilingual	30	154.27	166.70	12.43	26	188.77	195.35	6.58
Gypsy Alternative School	...	...	...	...	...	...	...	...
Proyecto Saber	28	178.38	185.73	7.35	23	173.74	180.70	6.96
Total	129				120			
Indian Education Programs:								
American Indian Heritage Pupil Services	...	...	...	...	...	...	...	...
Total	...				...			
Preschool Education Programs:								
CAMPI Satellite Preschool	...	...	...	...	...	...	...	...
Total	...				...			
Grand Total	443			5.65	419			5.55

APPENDIX G

DISTRIBUTION OF EXIT REASONS FOR RE-ENTRY MOTIVATION CATEGORY
(JUNE 1978)

Program	Students Exiting	Reasons for Exiting				
		Graduation from Program, G.E.D.	Transferred to Another Educational Program	Demonstrated Preparedness for Job Opportunities	Total Meeting State Standard	
		N	N	N	N	%
Garfield Alternative Program	66	25	21	14	60	91
People's School #1	129	42	20	36	98	76
Project Interchange	130	44	23	21	88	68
Total	325	111	64	71	246	76

APPENDIX H

MEAN NUMBER OF DAYS PRESENT FOR STUDENTS ENROLLED SIX MONTHS OR MORE IN SELECTED URRD PROGRAMS (1977-78)

Program	Grade	Mean Days Present	Number of Students
High School Programs			
People's School #1		116.68	115
Project Interchange		161.00	53
Garfield Alternative Program		109.36	138
School Age Parent Continuation School		95.36	50
Elementary Programs	**Grade**		
Proyecto Saber	5&6	169.39	26
American Indian Heritage Pupil Services	5&6	172.14	7
Follow Through	3	163.46	22
Gypsy Alternative School	6	147.73	11

*No data was submitted by School/Community Liaison Program

APPENDIX I

MEAN NUMBER OF CREDITS EARNED BY STUDENTS ENROLLED SIX MONTHS OR MORE*
(1977-78)

Program	Mean Credits Earned	Number of Students
People's School #1	8.74	115
Project Interchange	7.95	53
Garfield Alternative Program	9.09	138
School-Age Parent Continuation School	6.83	50

*No data was submitted by School/Community Liaison Program.

APPENDIX J

MEAN FALL, SPRING, AND GAIN SCORES FOR URRD BILINGUAL PROGRAMS
(1977-78)

Program	Fall Test Mean Score	Spring Test Mean Score	Mean Fall-Spring Gain	Number of Students
Cleveland/Mercer Bilingual	10.60	15.50	4.90*	109
Beacon Hill Chinese/English	46.67	63.87	17.20*	30
Franklin High School Bilingual				
1st Semester	50.07	85.51	35.44*	41
2nd Semester	48.65	82.14	33.49*	43

*All differences were highly significant

APPENDIX K

MEAN GRADE EQUIVALENT SCORE MAT READING MATHEMATICS
(1976-77)

Category/Program	Mean G.E. Score MAT Reading				Mean G.E. Score MAT Mathematics			
	No. of Students Pre- and Post-Tested	Pre-Test Mean	Post-Test Mean	Mean Gain	No. of Students Pre- and Post-Tested	Pre-Test Mean	Post-Test Mean	Mean Gain
Re-entry Motivation Programs:								
Garfield Alternative Program	...	...	...	...	...	...	...	...
People's School #1	...	...	...	...	...	...	...	...
Project Interchange	3	1.7	5.6	3.9	2	4.1	6.4	2.3
Total	3				2			
Academic Achievement Programs:								
Follow Through	49	2.3	2.6	.3	45	2.2	2.8	.6
School-Age Parent Continuation Program	...	...	...	...	...	...	...	...
School/Community Liaison Services	741	4.2	4.7	.5	764	4.5	5.1	.6
Total	790				809			
Bilingual/Bicultural Education Programs:								
Beacon Hill Chinese/English	96	3.7	4.4	.7	96	4.7	5.3	.6
Cleveland/Mercer Bilingual	52	4.7	5.1	.4	59	8.1	8.3	.2
Franklin High School Bilingual	...	...	...	...	...	...	...	...
Gypsy Alternative School	8	4.4	5.2	.8	8	4.7	5.7	1.0
Proyecto Saber	61	4.2	4.6	.4	87	4.5	5.0	.5
Total	217				250			
Indian Education Programs:								
American Indian Heritage Pupil Services	122	3.8	4.5	.7	126	3.9	4.7	.8
Total	122				126			
Preschool Education Programs:								
CAMPI Satellite Preschool	...	...	...	...	...	...	...	...
Total	...				...			
Grand Total	1,132			.53	1,187			

APPENDIX L

DETAILED SUMMARY OF PROGRAM OBJECTIVE ATTAINMENT FOR EACH URRD PROGRAM
(JUNE 1978)

Category/Programs	Number of Objectives									
	PRODUCT					PROCESS				
	# of Objectives	Exceeded	Met	Partially Met	Not Met	# of Objectives	Exceeded	Met	Partially Met	Not Met
Re-entry Motivation Programs:										
Garfield Alternative Program	7	2	1	3	1	3	1	1	...	1
People's School #1	6	3	2	...	1	1	...	1	...	...
Project Interchange	10	4	5	...	1	1	1	...	...	...
Total	23	9	8	3	3	5	2	2	...	1
Academic Achievement Programs:										
Follow Through	2	...	1	1	...	7	...	7	...	...
School-Age Parent Continuation Program	7	2	2	2	1	1	1	...	...	...
School/Community Liaison Services	4	2	1	...	1	6	...	1	5	...
Total	13	4	4	3	2	14	1	8	5	...
Bilingual/Bicultural Education Programs										
Beacon Hill Chinese/English	3	1	1	1	...	1	...	1	...	...
Cleveland/Mercer Bilingual	3	1	1	1	...	2	1	1	...	...
Franklin High School Bilingual	6	6	...	...	...	1	1	...	...	...
Gypsy Alternative School	4	3	1	...	...	3	...	3	...	...
Proyecto Saber	4	2	2	...	...	1	1	...	...	...
Total	20	13	5	2	...	8	3	5	...	...
Indian Education Programs:										
American Indian Heritage Pupil Services	3	1	1	1	...	...	...	...	...	...
Total	3	1	1	1	...	...	...	...	...	...
Preschool Education Programs:										
CAMPI Satellite Preschool	17	17	...	...	...	...	...	...	...	...
Total	17	17	...	...	...	...	...	...	...	...